

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. James DeWitt Oliver, III

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Liberty Corner School

(As it should appear in the official records)

School Mailing Address 61 Church Street

(If address is P.O. Box, also include street address.)

City Liberty Corner State NJ Zip Code+4 (9 digits total) 07938-9998

County Somerset County State School Code Number* 0520

Telephone 908-204-2550 Fax 908-647-2425

Web site/URL http://libertycorner.bernardsboe.com E-mail joliver@bernardsboe.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Nick Markarian

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: nmarkarian@bernardsboe.com

Other)

District Name Bernards Township BOE Tel. 908-204-2600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Robin Mckeon

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 0 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	44	89
1	51	36	87
2	38	52	90
3	44	45	89
4	62	44	106
5	47	48	95
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	287	269	556

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 19 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1	597
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 551
 Specify non-English languages: Chinese, Spanish
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 11

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
77 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	96%	96%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Liberty Corner "Caring Community" embraces the opportunity to nurture and foster values and morals in our students to positively impact the lives of others.

PART III – SUMMARY

Liberty Corner School, the oldest school in Bernards Township, NJ traces its roots back to 1905 when it first opened its doors to welcome and educate local farm children. Liberty Corner “village” is much older dating back to Revolutionary times when local patriots erected a Liberty Pole to honor the sacrifice and courage of its patriots. That spirit of citizenship still thrives today in our K-5 school, which has been honored three times as a New Jersey State School of Character. Our intentional character-building formally began in 1999 when a group of concerned teachers, administrators, students and parents joined hands to build a framework where children recognize their obligation in becoming individuals who are responsible, respectful and morally minded and who live their lives ethically and with integrity. Presently, our community is considered affluent and suburban with an assigned J demographic factor. However, two large condominium developments bring a growing diversity to our school.

During 2004-05, a year-long celebration of time-honored traditions and historical events was planned by staff, students, community members and former LCS students to celebrate our centennial milestone and acknowledge our historically rich heritage. Alumni senior citizens shared heartwarming memories about their LCS school days during student-conducted in-depth interviews, a historical replica float was created during an after school mini unit course and students and staff marched in an old fashioned parade down rural Church Street. Antique cars and fire trucks and the local high school marching band marched the parade route lined with local merchants, neighbors, Board of Education and community members. Additionally, a philatelic commemorative stamp was created in conjunction with the local postmistress. A true sense of history reminded us of the importance of researching and documenting our heritage.

A comprehensive Character Education program is the vehicle which binds us together as a school community. Created in 1999, referencing the works of Tommy Lickona’s Character Counts, Dan Olweiss and Stan Davis, our Character Education program defines who we are as individuals and as a school community where caring relationships are forged with peers and adults. Our students are encouraged to grow academically as well as become compassionate individuals who venture beyond “self.” During our fifteen year journey, our Character Education Committee examined practices that make our program relevant, sustainable and fun. Six of those initiatives have been recognized nationally as Promising Practices (Luke’s Buddies, Principal’s Journal, Jethro Seeing Eye Project, Boosters, Peace Patrol, Character Rocks) by the Character Education Partnership (CEP). Our students understand their responsibility to make the right choice, which suggests the need for considerable self reflection about individual behavior and attitude. Discipline interventions are rare at our school as children are reminded daily of their personal responsibilities to care for and about each other. Messages of character via the Principal’s Journal, morning announcements and mascot (KC) appearances permeate everything we do. Daily lessons infuse messages of character whether children engage in literature discussions about the character of characters or engage in rigorous PE lessons where sportsmanship and cooperation are the focus. Daily class meetings provide forums where students can self reflect to determine their obligations as a classmate and student at LCS. Character themed, staff-suggested literature, “The One Book, Book Club,” provides resources and select titles (Say Something by Peggy Moss, Enemy Pie by Derek Munson, The Empty Pot by Demi etc.) for teachers to use when discussing the Pillars of Character Education (Trustworthiness, Fairness, Caring, Responsibility, Respect, Citizenship, Honesty, Self-Discipline/Control, Fairness). Students and staff are expected to think and behave responsibly, ethically and with integrity, an assumption we have all adopted to uphold and expand.

A multi-cultural committee provides numerous cultural experiences to highlight our differences, but more importantly to emphasize our similarities. We all have dreams and aspirations for success, achievement, happiness and well-being and the right to pursue those dreams. Celebrating the various cultures represented in our school nurtures a greater understanding of different cultures and customs. A strong guidance program run by our guidance counselor canvasses and monitors student well-being, emotional security as well as academic achievement and social appropriateness. Girls on the Run and a rigorous Physical Education program get our children fit and ready to learn with activities aligning with our Character Education mission as well as Core Curriculum Content Standards. Student Council, Kids for Character (KFC), Peer Mediators,

Hallway Helpers, Peace Patrol and Luke's Buddies combine to encourage students to flex their leadership muscle and take ownership of the running of our school while demonstrating compassion for all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

District adoption of the Core Curriculum Content Standards ensures that all curriculum and selected programs align with the standards. Curriculum content, assessments, formative and summative, were written by district staff with oversight by content-specific supervisors. Daily immersion in a literature enriched balanced reading program provides students with numerous opportunities to discuss fiction and non-fiction texts as they engage in Guided Reading, Literature Circles, Book Clubs and independent reading. Student self-selected projects provide students with voice and choice to demonstrate content understanding and knowledge. Practical application of content ensures connections to prior and future learning as children retain information and content by applying them to their own experiences. A balanced Language Arts Literacy program provides differentiated instruction using leveled (Fountas and Pinnell) texts appropriate for individual instructional levels. Developmental Reading Assessments (DRA) help determine the instructional reading level of each child by charting individual progress as well as identifying areas of need for additional direct instruction in the Guided Reading forum.

Children engage daily in a variety of learning configurations such as small group, whole group, pairings and individual conferencing during lessons in reading, writing, math, Science and Social Studies. Such forums provide children with real life replications of what they may encounter in future workplaces as they work with children of all ability levels and diverse backgrounds.

A Gifted and Talented program and a comprehensive Literacy Support program provide considerable support for at-risk students as well as intellectually gifted students. Gifted students interact with a Gifted and Talented specialist in the math domain and participate in Continental Math League competitions and real-life mathematical projects such as the Stock Market and small house designing. At-risk learners at the K-2 levels receive 5 Literacy Support sessions per week from our Reading Specialists and Literacy Support specialist in addition to 3 sessions offered by the classroom teacher and four zero period days, which focus on phonetic skill acquisition. In addition, children in grades 3-5 receive Literacy Support in both Language Arts and Math 2/3 days per week. Our Literacy United Volunteers (LUV) program utilizes trained volunteers to support these students by providing additional reading and math experiences. Several “above the line” (Foundations, multi-sensory approaches to reading instruction, intense phonetic review, Orton Gillingham) interventions ensure student achievement or determine if additional services are required as per Special Education interventions.

A district-wide writing sample is administered twice a year to K-5 students. A baseline score is established in the fall and compared to a spring administration to determine writing progress and proficiency. A state rubric is applied to these samples which are scored anonymously by two scorers. Reading levels and proficiencies are tracked as per DRA scores along with Slosson assessments and Reading Inventories, which indicate the achievement of grade level benchmarks and district curriculum goals and objectives.

Hands-on Science and Social Studies units of study immerse children in scientific exploration and historical content as per grade level benchmarks and curriculum goals and objectives. Science and Social Studies competencies are judged using project-based unit assessments and hands-on labs using authentic Science experiments for exploration of scientific phenomenon. All data is logged into Performance Plus Tracker as a compilation of student yearly progress. Archived information can be accessed by classroom teachers enabling them to customize instruction as per student needs.

Math instruction incorporates hands-on, manipulative experiences where students are required to explain their mathematical thinking as well as record strategies used to problem solve. Several online resources combine to provide additional practice with mathematical concepts as well as educational game-like activities. Beginning of the year and end of year district math assessments determine whether students have achieved grade level benchmarks and have acquired requisite proficiencies. Pre-assessing math units of study enables teachers to customize instruction using differentiated strategies to challenge or remediate students. Children can then be grouped by ability and needs to receive remediation or challenge.

2. Other Curriculum Areas:

Weekly exposure (K-5/556 students) to Music, Art, Technology, Library and Physical Education (twice weekly) provides integrative experiences as cross curricular references enable children to make connections from one discipline to another. Curricular units incorporate visual and performing arts as specialists collaborate with classroom teachers. Elaboration of curriculum occurs when music, art, technology, movement and library skills are utilized to embellish content. Our computer teacher and Librarian assist children with research projects and digital presentations. Use of Chrome Books enables students and teachers to expand their technological horizons. Google Classroom generates conversations about document contents providing feedback on student work during real time dialogue.

After school mini unit offerings engage children in learning activities, which highlight multiple intelligences and varied learning modalities. Music and Art partner during an eleven week Drama Club course to create an intricately performed play attracting 90 students in grades 3-5. A “Back Stage Pass” crew creates colorful scenery and set designs, the “Lights, Camera, Action” crew works with costumes and make up while the “Cast” studies lines, learns dance movements and performs musically. “Annie” is this year’s production and is an anticipated event by the entire LCS community.

Latin instruction in Grade 4 provides students with a rich Latin vocabulary, emphasizing connections between Latin concepts and English derivatives. A study of mythology, Roman culture and history rounds out student exposure to World Languages.

General Music lessons are crafted by an outstanding, Grammy-nominated Musical Educator who promotes self-confidence and performance risk-taking. Children excitedly engage in musical solos and sing patriotic songs over the PA to celebrate patriotism and citizenship. Each year a student is selected to record our school’s voice message along with students performing “Lean on Me” and our teacher-composed Character Education song. A caller on “hold” experiences LCS pride as well as student ownership and leadership. 220 students participate in the 3-5 grade choruses singing songs from divergent and child-friendly repertoires. Our Staff Chorus was introduced at our winter concert and participants had great fun preparing their rendition of “Ain’t No Mountain High Enough” to the delight of concert attendees. Several chorus students are invited to audition for the NJ Youth Chorus and our Music teacher was selected to conduct and direct the New York University Children’s Choir. Thirteen of our chorus students auditioned for the NJ All State Elementary Honors Choir, which our music teacher coordinates. Appreciation of the arts is evident when students leave LCS as many of them continue to pursue their artistic interests.

Art experiences include a wide variety of media and processes. Children can be observed weaving yarn, preparing sculptures for the kiln, working with copper relief designs or creating abstract and realistic artistic renderings. Self-expression rather than artistic ability is emphasized as well as process and product. A recent tribute to Martin Luther King Jr. involved students creating colorful hand wreaths to celebrate the life of this important historical figure. Our student-created Timeless Tiles provide lasting tributes to memories of LCS along with individual student handprints emblazoned on our hallways and stairwells. Engraved bricks are a growing collection in our Centennial Garden further highlighting a commitment to creating a lasting legacy and time honored traditions.

Physical Education at LCS is unique as athletic ability is minimized with effort, cooperation and collaboration maximized. PE lessons are designed with open-ended directions encouraging students to problem-solve and to do their own thinking. The PE forum is an ideal venue to emphasize the tenets of Character Education as PE teachers reference sportsmanship, individual responsibility and mutual respect. Children are involved in rigorous activities challenging them to achieve their personal best. Health, nutrition and life-long fitness discussions are infused into PE lessons while healthy lifestyles are emphasized. A gymnastics unit promotes cooperation between students as they serve as spotters and cheerleaders encouraging classmates to do their best and experiment outside their “comfort zone.” Fourth and fifth grade teams compete in student-created dance routines requiring team members to cooperate and support each other. Dance routines, performed at an all-school assembly and at a parent evening event to celebrate group effort and creativity. A yearly presentation by the Weller Institute to the fifth graders engages students in a biological and clinically-based unit on human reproduction.

3. Instructional Methods and Interventions:

Instructional strategies focus on active student involvement as students engage in hands-on, student-selected, student-directed, project-based activities that encourage students to take responsibility for their own learning. Relinquishing responsibility for learning to the children ensures greater “buy in” as students assume an active role in their own learning. Teachers are adept at providing differentiated instruction and tiered learning activities to meet the ability and interest levels of their students. Students can demonstrate their understanding of content in numerous ways via student-selected projects/tasks while infusing technology using Smartboards, document cameras, iPads and Chrome Books. Our computer teacher and librarian work in tandem with classroom teachers to provide technology-based support for units of study, research projects and thematic assessments.

The assumption that all students need to feel appropriately challenged enables us to provide high quality differentiated instruction that motivates and excites the learner as he/she becomes invested in content. At-risk or struggling learners are supported in their learning process by Reading Specialists, Literacy Support personnel and a variety of effective learning strategies such as Foundations and multi-sensory approaches to reading instruction. Our LUV parent volunteers provide additional one-on-one instruction for learners who need additional support and time to practice strategies under adult supervision. Using a variety of configurations, such as Guided Reading groupings, accommodates various learning modalities and taps into the multiple intelligences of our young learners. To achieve instructional goals and to provide our students with the support they require and the challenges they face in their learning, teachers receive ongoing professional development training via district Staff College courses, Reading Specialists’ trainings, New Teacher Cohort trainings, monthly curriculum meetings and content specific pull out trainings provided by District Supervisors. Understanding that assessment drives instruction, teachers frequently assess their students using teacher and district-created unit tests, DRAs, reading inventories and standardized test results to focus curriculum goals and objectives on student needs and areas needing improvement.

A Gifted and Talented program provides problem-solving, project-based opportunities for students (21 students/4% of the total population) who require additional challenge. They work with a G&T specialist 3 ½ days per week who engage them in the Continental Math League competitions as well as intricate problem-solving work. They are encouraged to share their mathematical logic as well as problem-solving techniques. High interest and highly motivating real-life projects such as the stock market, small house model building and architectural design and blueprints are planned.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Looking across grades 3-5 achievement gaps exist with subgroups. Free and Reduced Lunch represents 11 students (4% of total population). Two of these students scored partially proficient and currently receive special education services. Special Education represents 40 students (13.2% of total population). In both Math and ELA, a total of 21 scores were partially proficient, 16 scores represent students in self-contained classes. African American represents a very small population (.2% of students of tested grades). English Language Learners represents two students (.07%). One 5th grader scored partially proficient registering on 5/29/13 and one 3rd grader scored partially proficient in math and proficient in ELA. Hispanic or Latino represents 19 students (6.3% of total population). One 4th grader scored partially proficient in Math. This student is receiving special education self contained class. Two scored partially proficient in ELA. Both are receiving special education services. One 3rd grader scored in the partially proficient range. Two or More Races had three students in grade 5 (2.9% of total population). Two scored advanced proficient and one scored partially proficient.

Starting in 2007, we began to focus on the subgroup Boys, specifically Boy Writers. Data indicates that boys are out performed by girls on the NJASK ELA. When we dissected the NJASK results and district writing samples, Boy Writers became a focal point. Over the years, we have utilized faculty meetings and book talks to examine current research and teaching techniques specific to boy learners. Some of the resources included: *The Trouble With Boys* by Peg Tyre, *Boy Writers Reclaiming Their Voices* by Ralph Fletcher, and *Teaching Boys who Struggle in School* by Kathleen Palmer Cleveland. We also created high interest prompts and focused on identifying formats that motivate boy writers. A future focus will be on the achievement gap between boys and girls within the mathematics domain.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Understanding the importance of thorough and effective assessment and its impact on daily instruction has been key in developing and adopting assessments which give accurate accounts of student achievement and progress. Instructional staff has been trained in the administration of DRAs, Slosson, Running Records, unit assessments, writing samples and reading responses and the interpretation of resulting data. Grade level teams have common preparation time where discussions take place regarding how to use data to improve instruction and increase achievement. Monthly, grade-specific PLC meetings involve discussions about adjusting curriculum and instruction to specifically meet all standards while accommodating individual needs as per assessment results.

As teachers examine data they note how results inform them about lesson content, strengths, which may not require intense or additional instruction and weaknesses that need additional focus or remediation. For example, there was a slight difference between writing sample scores of boys and girls. It was also observed as per I&RS meetings, that boys were more reluctant writers than female counterparts. *Boy Writers* by Ralph Fletcher and *The Trouble With Boys* by Peg Tyre were used as resources purchased for all teachers. An examination of author recommendations for boy writers/learners, it was determined that boys prefer to write poetry, short essays and “how to” responses. Teachers provided boys with these additional options aligning assessments with boy interests, thus boosting their enthusiasm for writing.

Student created rubrics provide clarity for students regarding how their work will be evaluated. Providing them with such an opportunity gives them ownership of their learning environment.

Communication of assessment results is shared via newsletters, parent conferences, report card comments, I&RS, CST meetings, progress reports and state assessment (NJASK/PARCC) student profile sheets. Parent Academy workshops provide forums for parents to further understand how children are assessed and how assessment results are used in instruction.

Part VI School Support

1. School Climate/Culture

Providing students with voice and choice helps motivate students to care about their own learning and the environment in which that learning occurs. Our comprehensive Character Education program is the essence of who we are as a school community. Character-themed hallway street signs (Trustworthy Trail), hand-painted character quotes in stairwells and hallways, student handprints, Lion's Den mini unit and Timeless Tiles empower students by providing them with ownership of their school. Student leadership is nurtured as children participate in Kids for Character (KFC), Peer Mediators, Peace Patrol, Hallway Helpers, Morning Greeters, and Student Council. Staff members are also provided numerous opportunities to flex their leadership muscle by participating on ten committees (Character Education, Scholarship Fundraising, Multi-Cultural, Read Across America, Special Days-Earth Day, Memorial Day, Arbor Day, PRIDE, School Safety Team, Golden Guest Day, Crisis Management Team, Sunshine), directly engaging them in activities that emphasize their importance in the daily operation of LCS. Meeting times for committee work are factored into our monthly faculty meetings and involve curricular agenda while others such as Sunshine and PRIDE focus on morale and teacher well being. Committee work empowers staff to suggest activities and initiatives they feel reflect the vision and mission of our school. The Golden Guest Day is one of those initiatives suggested by a staff member to honor senior citizens who impact our students by providing intergenerational experiences.

Luke's Buddies was an initiative started by the Principal four years ago to support a student with Downs Syndrome who needed peer modeling. Each year, eight fifth grade boys are recommended by their teachers to work with Luke as role models to demonstrate how to behave during lunch and recess. The boys dedicate one recess and lunch per week to play with Luke during recess and model appropriate behaviors during lunch. This initiative is a huge success, has been recognized as a national Promising Practice by the Character Education Partnership (CEP) and is an opportunity for the fifth grade boys to demonstrate their exemplary character.

Our Kids For Character (KFC-8 students) committee was created to provide students with a voice regarding our Character Education program. Committee members share summaries of CE assemblies, review pillars of character definitions, generate CE self-reflection sheets and reading them over the PA and explain CE Buddy Class activities with their assigned classes. They also created a kid-friendly CE mission statement and shared their vision with schoolmates.

2. Engaging Families and Community

The Liberty Corner community is a section of Bernards Township, NJ where the small town "feel" still permeates our village. A close connection with our local volunteer Fire and Rescue squads is an important partnership we embrace and value. The fire and rescue volunteers have often been the recipients of donations collected from our fifth grade Car Wash. Firefighters partner with us during Fire Prevention month to share with the children ways to be safe in the event of a fire and how to prevent fires. Local township police engage fifth graders in the nationally recognized DARE program to counsel students regarding the dangers of drug and alcohol use.

Trained parent volunteers, Literacy United Volunteers (LUV), work with our Kindergartners helping them navigate the initial stages of literacy. Volunteers are trained by our Reading Specialists in the Reading and Writing Workshop formats and how to support at-risk students to improve comprehension, word recognition, decoding and encoding, fluency and apply reading strategies using the cueing system. These parent volunteers are invaluable as they provide additional one-on-one instruction to improve student reading abilities and overall academic achievement. Children gain in self-confidence and self-esteem as they begin to exhibit progress and achievement as per DRA scores, Slosson benchmarks, unit assessments and reading inventories.

Families engage in numerous opportunities participating in school-related activities. The Sweetheart

Dance, Mother/Son Bowling, Buddies n' Books Café, Trial of the Big Bad Wolf, Battle of the Books, movie nights, PTO evening enrichment assemblies, Golden Guest and Pizza Night promote a sense of community strengthening the culture and climate of our school. Additionally, parents collaborate with staff members on the Character Education Committee, School Safety Team and the Crisis Management Team providing input and feedback from a parents' perspective to enhance programs and initiatives as well as ensure the safety and well-being of our students.

Volunteer trainings, LUV and videotaped Parent Academy presentations enable parents to better understand our curricular goals and objectives and learn how to work more effectively with their own children while reinforcing and strengthening our home/school partnership and impact student achievement. When parents are informed and lines of communication are open, mutual respect is forged for the benefit of the children.

3. Professional Development

Education is undergoing many reforms, changes and challenges. To meet the substantial expectations of new standards, new curricular programs and new teacher evaluations, a strong, comprehensive professional development plan has been formulated and implemented. Our Reading Specialists are 80% instructional with 20% of their time dedicated to teacher professional development. Teachers are surveyed as to their professional development needs and preferences and Reading Specialists provide training sessions which cover Readers' and Writers' Workshops referencing theories and practices of Lucy Calkins, guided reading, classroom management, leveling instructional materials, DRA assessment data, interpretation of collected data and planning for upcoming units of study.

Teachers engage in monthly Professional Learning Communities (PLCs) to examine and dissect collected data and assess its impact on daily instruction as well as discuss rigorous SGO and SGP progress and achievement. Additionally, they dialogue about pacing, units of study, collaboration and sharing of resources to ensure instructional equity across grade level sections.

This year, LCS has eight new hires who bring special needs to the workplace. A New Teacher Cohort was created to provide timely, pertinent trainings such as balanced reading components, Parent Teacher conference tips, Back to School Night preparation, report card completion, Character Education program, teacher evaluations, Danielson frameworks and Special Education. Examination of collected data (NJASK, MAP, DRAs, PARCC, Cogats) requires additional training at both the school and district levels by building administrators as well as content supervisors. Providing such customized training to new teachers fosters self-confidence and self-assuredness.

Full day Social Studies, Latin, Math and Language Arts trainings occur periodically to review curriculum, examine PARCC content and preparation as well as review student test data to drive instruction. Four early dismissal days have been carved out of the master schedule to provide K-5 teachers with pertinent trainings as per identified needs. Trainings are provided by content specialists and focus on how to increase student achievement and implement teaching strategies that impact school-wide improvement.

A strong commitment to Professional Development ensures teacher proficiency in related skill acquisition to enhance the delivery of instruction. To this end, a district Staff College has a tradition of offering quality differentiated courses in curriculum-based studies with an emphasis on technology integration.

Monthly curriculum meetings allow administration to present pertinent and timely information regarding current curricular issues. District-wide summer curriculum writing provides teachers with considerable input as to how curriculum will be delivered and assessed.

4. School Leadership

The Principal and Assistant Principal are both very involved in the daily operations of the school. As former elementary teachers, both administrators are keenly aware of how young children learn, how an

elementary classroom should look and what teaching strategies are most effective to motivate students and enable them to take responsibility for their own learning. It is important to the administrative team that children actively engage in hands-on opportunities and experiences. Their philosophy embraces the belief that children must have voice and choice in their learning environment for them to have a vested interest and ownership of that environment. Our students have ownership at LCS as they participate in KFC, Hallway Helpers, A.M. Greeters, Lion's Den mini unit offering, The Drama Club, Peace Patrol, Peer Mediators, Student Council and PE Boosters. Student choice involves children choosing from a variety of project-based assessments to demonstrate content knowledge and achievement of curriculum objectives. Such choice activities emphasize student ownership and active engagement fostering student motivation, which leads to achievement, improvement and success.

Our Character Education program is the heart of our school as children are expected to behave, act and think as good LCS citizens who have a moral fiber, a conscience, and a firm understanding of right and wrong as they develop compassion and exhibit personal integrity. As per this vision, minimal behavioral disruptions are reported and only two bullying incidents have been recorded this year.

Our Guidance Counselor oversees the social and emotional well-being of our students by delivering guidance lessons that focus on anti-bullying behavior, how to be an active bystander, compassion, friendship, self-advocacy and doing the right thing. He also meets regularly during lunch time with such groups as, The Banana Splits (loss and divorce), Stress Busters and Friendship Buddies.

A close connection with PTO representatives encourages open lines of communication as the Principal and Assistant Principal meet monthly with the PTO Executive Board to dialogue about plans, upcoming events and brainstorm ways to strengthen the parent/school bond. Parents are welcomed daily as volunteers who work with our at-risk students (LUV), assist in the library, serve as Guest/Mystery Readers and plan special school-wide events such as Halloween Festivities, Pizza Night, Sweetheart Dance, Mother/Son Bowling and movie nights.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	92	94	88	94	98
Advanced Proficient	64	74	57	59	77
Number of students tested	102	98	100	95	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	64	78	69	79	86
Advanced Proficient	27	78	31	38	57
Number of students tested	11	9	16	24	14
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	93	89	100
Advanced Proficient	86	94	87	44	93
Number of students tested	21	16	15	9	14

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	90	94	87	94	97
Advanced Proficient	58	73	53	63	76
Number of students tested	72	66	74	81	78
10. Two or More Races identified Students					
Proficient and above	100	100	100	100	0
Advanced Proficient	100	100	67	100	0
Number of students tested	2	10	3	1	0
11. Other 1: Male					
Proficient and above	91	96	84	98	98
Advanced Proficient	67	77	57	56	77
Number of students tested	57	44	51	43	47
12. Other 2: Female					
Proficient and above	93	93	92	90	98
Advanced Proficient	60	70	57	62	77
Number of students tested	45	54	49	52	48
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	97	94	96	91
Advanced Proficient	75	66	58	64	52
Number of students tested	98	102	101	97	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	77	92	82	88	68
Advanced Proficient	71	39	41	56	41
Number of students tested	17	13	22	16	22
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	100	91	100	100
Advanced Proficient	94	93	46	85	69
Number of students tested	18	14	11	13	13
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	94	97	94	96	93
Advanced Proficient	72	59	64	62	51
Number of students tested	64	75	85	78	80
10. Two or More Races identified Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	70	100	0	0	100
Number of students tested	10	3	1	1	1
11. Other 1: mALE					
Proficient and above	96	96	98	96	90
Advanced Proficient	77	35	62	70	64
Number of students tested	47	50	45	50	50
12. Other 2: fEMALE					
Proficient and above	94	98	91	96	92
Advanced Proficient	73	64	55	57	39
Number of students tested	51	52	56	47	49
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	98	96	99	98	99
Advanced Proficient	80	81	77	62	70
Number of students tested	104	101	97	101	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	83	79	92	90	92
Advanced Proficient	58	32	77	33	50
Number of students tested	12	19	13	21	12
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	91	100	100	100
Advanced Proficient	100	91	93	77	80
Number of students tested	17	11	14	13	5
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	97	96	100	99	99
Advanced Proficient	74	81	76	63	70
Number of students tested	73	84	78	81	87
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
11. Other 1: Male					
Proficient and above	96	98	100	98	100
Advanced Proficient	80	76	78	73	82
Number of students tested	54	45	51	55	44
12. Other 2: Female					
Proficient and above	100	95	98	98	98
Advanced Proficient	80	86	76	50	60
Number of students tested	50	56	46	46	50
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	88	90	90	85	93
Advanced Proficient	10	9	16	16	21
Number of students tested	102	97	99	95	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	55	67	63	63	86
Advanced Proficient	9	11	6	0	0
Number of students tested	11	9	16	24	14
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	86	100	86	89	93
Advanced Proficient	19	19	21	11	36
Number of students tested	21	16	14	9	14
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	88	89	92	85	92
Advanced Proficient	8	9	15	17	19
Number of students tested	72	65	74	81	78
10. Two or More Races identified Students					
Proficient and above	100	100	67	100	0
Advanced Proficient	0	0	33	0	0
Number of students tested	2	10	3	1	0
11. Other 1: Male					
Proficient and above	88	86	84	81	89
Advanced Proficient	9	7	10	12	9
Number of students tested	57	44	50	43	47
12. Other 2: Female					
Proficient and above	89	92	96	88	96
Advanced Proficient	11	11	22	19	33
Number of students tested	45	53	49	52	48
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	91	93	86	90	83
Advanced Proficient	16	28	18	26	27
Number of students tested	98	102	101	97	99
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	71	77	59	75	64
Advanced Proficient	6	15	0	0	14
Number of students tested	17	13	22	16	22
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	100	93	91	100	69
Advanced Proficient	39	43	9	31	39
Number of students tested	18	14	11	13	13
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	89	93	86	90	84
Advanced Proficient	11	23	20	26	26
Number of students tested	64	75	85	78	80
10. Two or More Races identified Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	20	67	0	0	100
Number of students tested	10	3	1	1	1
11. Other 1: Male					
Proficient and above	92	88	82	86	74
Advanced Proficient	15	20	16	18	24
Number of students tested	47	50	45	50	50
12. Other 2: Female					
Proficient and above	90	98	89	96	92
Advanced Proficient	18	35	20	34	31
Number of students tested	51	52	56	47	49
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>New Jersey Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	91	82	91	88	95
Advanced Proficient	34	26	27	14	34
Number of students tested	104	101	97	102	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	58	37	69	59	67
Advanced Proficient	0	0	0	0	17
Number of students tested	12	19	13	22	12
3. English Language Learner Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
6. Asian Students					
Proficient and above	94	73	100	92	100
Advanced Proficient	35	27	43	15	40
Number of students tested	17	11	14	13	5
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
9. White Students					
Proficient and above	93	83	90	88	94
Advanced Proficient	32	27	26	15	33
Number of students tested	73	84	78	82	87
10. Two or More Races identified Students					
Proficient and above					
Advanced Proficient					
Number of students tested					
11. Other 1: Male					
Proficient and above	87	76	86	85	93
Advanced Proficient	17	16	16	11	30
Number of students tested	54	45	51	55	44
12. Other 2: Female					
Proficient and above	96	88	96	91	96
Advanced Proficient	52	34	39	17	38
Number of students tested	50	56	46	47	50
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES: